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THE TEACHERS COLLEGE JOURNAL

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The Duties of Matrons in and the Management of Teachers College Dormitories¹

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THE PROBLEM AND THE PLAN OF INVESTIGATION

Student housing is receiving serious consideration today; particularly by deans of women who feel that the student environment plays a very constant and important part in the education and lives of young people. Because of her experience with the housing situation for women students in a teachers college, the author desired to learn from the other member colleges of the American Association of Teachers Colleges the housing status of women students in these institutions.

The interest of the study was centered primarily in the dormitory phase of this problem. The questions to be considered included: How many of the member colleges of the American Association of Teachers Colleges include dormitories for women in their housing provisions? If provisions for dormitories for

women have been made, how many such dormitories have been provided and what types are they? Under whose supervision are the dormitories? What are the duties and qualifications of the dormitory heads? What are their salaries? How are the dormitories regulated?

A preliminary questionnaire was sent to the presidents of the 179 member colleges of the American Association of Teachers Colleges, and 101 replies were received; of this number 60 colleges reported dormitories for women students. The reason for sending this questionnaire was to form a basis for the major questionnaire by ascertaining: general information concerning the college; definite data regarding the number of dormitories; the residence requirement of the dormitories; and

¹This study is a summary of a thesis presented for the master's degree at Indiana University, 1931.

information concerning the heads of the dormitories such as their official titles, the compensation they receive, the length of their school year, and their relation to the faculty.

As soon as the replies from the preliminary questionnaires were received, the institutions reporting one or more dormitories were mailed the major questionnaire. As many of these communications were sent to the deans of women in each of the sixty colleges as they reported dormitories. One hundred twenty-seven major questionnaires were mailed to the sixty colleges and sixty-four replies were received from thirty-one colleges. These were answered by the heads of the dormitories and checked by the deans of women.

The purpose of the major questionnaire was to learn: the number of women students in each dormitory; if each dormitory was occupied to the limit of its capacity; the type of dormitory; the facilities for taking care of the sick; and the experience of the head, her education and training, her major duties, and personal data concerning each head.

FINDINGS OF THE PRELIMINARY QUESTIONNAIRE

The sixty colleges that reported dormitories for women students are located in thirty states of the Union and in the Territory of Hawaii. The greatest number of dormitories are located in the southern section of the United States. The eastern section and the middle west section, where there are the most teachers colleges, have about the same number of dormitories for women students.

Most of the colleges maintain the quarter basis—three divisions of twelve weeks each, although a few

have the semester system. As a rule, all of the colleges offered summer work.

There were 120,961 women students' enrolled in these sixty colleges during the year studied (1929-1930). Of this number, 36,765 or 42.7 per cent lived in dormitories, generally of the single building type. Less than half of these colleges require the non-resident women to live in the dormitories.

Although the heads of the dormitories in the sixty teachers colleges are known by different titles, the payrolls of these institutions usually list them as matrons. Most frequently these heads receive remuneration in the form of salary plus board and room; the salaries range from \$125 to \$183 per month, counting twelve months to the year. Salary increases are possible. The living quarters of the heads usually consist of two rooms and a bath.

The head of the dormitory in most instances is responsible to the dean of women. She is generally considered an administrator who is required to attend faculty meetings and is expected to perform faculty committee service.

FINDINGS OF THE MAJOR QUESTIONNAIRE

Thirty-one colleges of the original 179 answered the major questionnaire. These thirty-one colleges are located in the United States.

The great majority of the sixty-four dormitories in the thirty-one colleges are of the single-building

²These dormitory residents are considered white as no reference was made to colored or foreign students by those who answered the questionnaire, although space was left for this purpose.

type, although there are a few of the cottage type. The median number of occupants accommodated in the single-building type dormitories is 102. In only about forty-five per cent of the cases do these dormitories provide for the exact number of students they were planned to accommodate.

Provision for the help of a nurse for students is made in less than forty-four per cent of the sixty-four dormitories. Most of the nurses employed are graduate nurses and, in the main, are found in the single-building type of dormitories. Only about one-fifth of all the nurses (graduate and non-graduate) devote their entire time to the duty of nursing.

Twenty-eight of the sixty-four dormitories, most of them of the single-building type, have infirmaries to which students other than dormitory residents have access. Almost 300 cases of different kinds of illnesses received attention during the year 1929-1930 in the dormitories studied. Investigation revealed the fact that a very small percentage of the thirty-one teachers colleges possessing dormitories has a college hospital or a college infirmary.

Twenty-one of the sixty-four matrons in charge of dormitories are graduates of a four-year college course; eleven of these hold the master's degree. Most of these women did their undergraduate and graduate work in the field of education.

There were fifty-two matrons of the sixty-four who had served in their present capacities from one and one-half to twenty-seven years. Twenty-two of the sixty-four have been matrons in other colleges or in-

stitutions, but there seems to be little similarity between their former work and that of their present positions.

The majority of dormitory matrons do not have teaching duties. Most of the ones who do teach, however, do their work in the field of English, although more time is devoted to teaching duties by those who teach home economics than is required of any other teacher.

More than seventy-eight per cent of the dormitory matrons regard the giving of advice to the young women over whom they have jurisdiction as a part of their official duty. This shows that young people regard this as a part of the matron's work, and consequently, of their own accord, they seek advice from these older and more experienced people on questions that are of interest to them.

Matrons are not, as a rule, required to act as nurses for the students living in the dormitories. This service, however, is rendered by the matrons in the majority of dormitories whenever the demand for it arises.

Disturbance in the hall during quiet hours is the disciplinary problem that causes the matrons most concern, according to the study. This is followed, in the order named, by the problems of girls wearing each other's clothes and the conduct of women students with men. The cases most frequently referred by the dormitory matrons to the dean of women, in the year studied (1929-1930), were those involving stealing and lying, the importance being in the order named.

As a rule the matrons transact their administrative duties in their

offices during their office hours. The median length of the office hours of the matrons is two and three-quarter hours for each day of a five-day week.

Students do not pay their room rent nor their board in the office of the matron. (The room rent ranges from \$1.00 to \$7.50 per week and the board is usually \$20.00 per month. These are paid monthly in advance, without reduction for vacations.)

Student office helpers of the matrons' selection are found more frequently in these offices than any other form of assistance. Such helpers usually give twenty hours of work for six days a week and receive money compensation at the rate of thirty cents an hour or \$8.00 a week. The student who performs this service usually has her school work limited and it is usually required that her scholastic record be at least average.

The matrons, rather than office or other helpers, attend to the opening of the dormitory door after closing hours at night. In the matrons' office there are usually found written records or personnel cards of the dormitory students. Written records of all social functions are found there, also.

The matrons feel it their duty as well as the students' duty to attend the dormitory social functions. They realize these functions tend to teach young people the art of living happily with others. In addition, personal interviews, special meetings, house regulations and organizations, big sister movements, instructions in dining-room decorum, et cetera tend in the same direction.

Most of the matrons in charge of

the sixty-four dormitories do not clean their own apartments nor do they do any of this kind of work in the dormitory. With the exception of the students' rooms (the students usually clean their own rooms) dormitory cleaning is done by persons regularly employed for this purpose and paid, usually, on the hourly basis, although the money most frequently is not received until the end of the month. The median price an hour for this sort of work is twenty-six cents.

In most instances when there is necessity for the repair or replacement of dormitory furniture, the matter is reported by the matron to the individual whose business it is to look after duties of that character. Students are held responsible for the damage or breakage of dormitory equipment in little more than half of the colleges. Usually there is a breakage deposit of \$5.00 from which the charges are collected by the matron at the end of the term or semester.

Seldom does the matron in any of the sixty-four dormitories have anything to do with the selecting, preparing, or serving of food to the students living in the dormitories.

The median age of the sixty-four dormitory matrons is fifty years.

Twenty-seven of the ones reporting are unmarried; twenty-six are widows (twenty-five by death of husband and one by divorce); three are married; and eight did not report concerning this matter. The husband of one of the married matrons is president-emeritus of the college which employs his wife. He lives in the dormitory and pays his board. The husbands of the other two mar-

(Continued on Page 234)

The Work of the Industrial Arts Department

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This paper will deal with the work of the industrial arts department in relation to the schools it serves and to the rest of the college. The first consideration will have to do with the current practices in industrial arts in the elementary and secondary public schools, studying the various types of schools as well as the typical schools in which our graduates are teaching and what the industrial arts department is doing and should be doing to educate its students to fit them in the best manner to meet the conditions revealed. The second consideration will deal with the relation of the work of the industrial arts department to the rest of the college and the manner in which the common problems of the departments can be integrated.

CURRENT PRACTICES IN INDUSTRIAL ARTS TEACHING

In order to ascertain the current practices in industrial arts teaching, a survey of the *Indiana School Directory, 1931-1932* was made. This showed the demands made upon the teachers of industrial arts in the various types of schools and helped determine the status of teachers in Indiana with reference to their employment in schools of various sizes and the general nature of their work. It was believed that this also would reveal the type of training most needed by industrial arts teachers.

The study evidenced that there are

686 teachers of industrial arts in the state, 417 (60 per cent) of whom are teaching industrial arts alone; 177 (26 per cent) of whom are teaching it in combination with one other subject; 79 (12 per cent) of whom are teaching it in combination with two other subjects; 9 (1.3 per cent) of whom are teaching it in combination with three other subjects; and 4 (.7 per cent) of whom are teaching it in combination with four other subjects.

Of the 417 who teach industrial arts alone, 6 are in schools with enrollments 1-99; 37 are in schools with enrollments 100-249; 73 are in schools with enrollments 250-499; 142 are in schools with enrollments 500-999; 159 are in schools with enrollments of 1,000 or more. Of the 177 who teach industrial arts in combination with one other subject, 51 are in schools with enrollments 1-99; 93 are in schools with enrollments 100-249; 24 are in schools with enrollments 250-499; 9 are in schools with enrollments 500-999. The 79 teachers of industrial arts who are teaching the subject in combination with two other subjects are divided as follows: 43 in schools with enrollments 1-99; 28 in schools with enrollments 100-249; 5 in schools with enrollments 250-499; 3 in schools with enrollments 500-999. Six of the nine who teach it with three other subjects are in schools with enroll-

ments 1-99 and three are schools with enrollments 100-249. The four who teach industrial arts in combination with four other subjects are in schools with enrollments 1-99.

A questionnaire study made by the writer in 1926-1927 revealed that only fifty per cent of those who were teaching industrial arts were teaching it alone; twenty-five per cent were teaching it in combination with one other subject; ten per cent were teaching it with two other subjects; twelve per cent were teaching it with three other subjects; and four per cent were teaching it with four other subjects.

Comparison of the two studies shows that the teaching of industrial arts with other subjects is becoming less prevalent. This may be due to the fact that license laws are automatically changing conditions, or that the smaller schools, where more subjects are taught with industrial arts, have abandoned the teaching of industrial arts. In making the study for 1931-1932 it was not possible to learn the licenses held by the teachers from the state directory.

From a study of the subjects taught in combination with industrial arts, it was found that they are, in order of frequency, as follows: science, physical education, mathematics, social studies, agriculture, English, commerce, music, guidance, Latin, library, and art. A previous study made by the writer revealed that the majority of industrial arts teachers in the larger schools teach only one industrial arts activity such as drawing, machine shop, printing, et cetera, while in the medium sized school several industrial arts activities are taught by one teacher. It is

in the smaller schools that the majority of those who teach industrial arts in combination with other subjects are found.

Previous studies show that salaries for industrial arts teachers are higher in larger schools so that it is only natural that students prefer to train themselves for positions in larger schools. But many of the larger schools will not employ inexperienced teachers, therefore the students must begin in the smaller schools. This raises the question as to what type of training is best for these students to prepare them for both places—the one where they must start and the one that is their ultimate goal. Many students will try to be qualified to meet the demands of various sized schools rather than to fit themselves for some one type of school or single industrial arts activity because there is no way of determining where they may find employment.

Another study to help determine the answer to this first consideration, the current practices in industrial arts in the public elementary and secondary schools and how to train our students to meet these practices, was made by studying the employment of the 138 graduates on the industrial arts course during the last six years. In the year 1932-1933 these industrial arts graduates are accounted for as follows:

Teaching in Indiana public schools	89
Teaching in public schools of other states	25
Teaching in colleges	4
Attending school	4
Not teaching ¹	12
Deceased	2
Teaching in private schools	2
Total	138

¹Ten graduated in 1932 and two graduated in 1931.

The 114 graduates who are teaching in the public schools are located as follows:

Cities of less than 1,000 population---	13
Cities of 1,000 to 5,000 population---	15
Cities of 5,000 to 25,000 population---	27
Cities of 25,000 to 100,000 population	29
Cities of more than 100,000 population -----	30
Total -----	114

There were seventeen graduates on the regular college course in 1932 who had a major in industrial arts (forty quarter hours) and who were licensed to teach this subject in combination with one or two other subjects. Two of the seventeen are teaching industrial arts alone; eight are teaching industrial arts in combination with other subjects; six are teaching other subjects but are not teaching industrial arts; one is not teaching. One fellow class member who is not licensed in industrial arts is teaching the subject.

Approximately fifty per cent of the 686 teachers of industrial arts in the state are teaching in the small towns and cities of the state. Of this number, 269 are teaching industrial arts in combination with one or more subjects. This shows that the greatest number of industrial arts teachers in this state are employed in small towns and cities.

Although a great number of industrial arts teachers are located in small towns and cities, it would not be right to limit the work of the department to preparing only teachers for that field. There are those who teach what is known as the general shop—devoting all their time to the teaching of the various industrial arts activities, usually those centered around the building trades. The ten graduates who are teaching in Mary-

land are doing only this type of work. These teachers are found in the slightly larger towns and in the junior high schools in this state.

The third class of teacher which the department must furnish for the schools of the state is for the high schools of the larger cities. Here the graduate will teach only one unit of the industrial arts work.

Reports were received from 94 of the 114 industrial arts graduates on the special course in the last six years who are teaching in the public schools this year. Their employment according to grades is as follows: seventeen are teaching only in grades seven and eight; forty-six are teaching only in grades nine to twelve; and thirty-one are teaching in grades seven to twelve.

Of the ninety-four graduates who reported their activities at present, sixty-four are teaching industrial arts alone; twenty are teaching it in combination with physical education—in most cases physical education is coaching; two are teaching it combined with mathematics; two are teaching it combined with physical education and social studies. Each of the following combinations are being taught once: industrial arts and social studies; industrial arts, physical education, and English; industrial arts, physical education, and science; industrial arts and penmanship; industrial arts and science; industrial arts, social science, and serving as principal.

The industrial arts activities taught, in the order of their frequency, as reported by the eighty-nine teachers who reported activities are: woodwork, drawing, sheet metal, electricity, bench metal, printing,

concrete, machine shop, weaving, forge, foundry, home mechanics, auto, farm shop, plumbing, aeronautic.

THE WORK OF THE INDUSTRIAL ARTS DEPARTMENT

Other speakers have considered the philosophy of education at Indiana State Teachers College in their talks. The department of industrial arts accepts the validity of this philosophy and maintains the following theses in support of a vigorous program of industrial arts education as an essential component of the public school curriculum. These theses are brief statements of the values of industrial arts education as recently presented by Dr. W. T. Bawden; each one is preceded by a brief statement of modern educational thought with reference to the philosophy of education.

1. *Education is the growth of the individual.*

Industrial arts instruction makes an important contribution to the development of the individual through the contribution of experiences without which there can be no complete and all-round growth of the individual.

2. *Education is primarily for adult life.*

Industrial arts education aids in adjusting the individual to adult life through the representation of industry in the school.

3. *Education presents tools as means rather than ends.*

Industrial arts instruction engages the pupil in situations which give him practice in various activities which develop ability to use skills, habits, and data as means rather than as ends in themselves.

4. *Education prepares the open mind, that is, makes one ready to receive and act on evidence.*

Industrial arts education effectively requires the pupil to deal with concrete situations in materials, tools, and processes; to collect and examine data; to weigh evidence; to draw conclusions; and then to follow deliberation with action.

5. *Education recognizes the wide range of differences in individuals as to rates at which they develop.*

Industrial arts surpasses most other school subjects in recognition of and adaptability to individual differences among people.

6. *Education recognizes that the principle of growth emphasizes the present life.*

Industrial arts helps the pupil to acquire an assortment of interests which are in line with his inherent capacities and native interests.

7. *Education presents freedom, initiative, activity, interest, and self-expression for every pupil.*

Industrial arts affords opportunities for encouraging and developing self-expression such as are not otherwise available either within or without the school.

8. *Education that produces interest on the part of the learner is the motive force that makes progress possible.*

Industrial arts education is so arranged that every pupil may make some progress and know that he is making it.

9. *Education in the school is that part which is vital, is transferable, and is not furnished by any other agency.*

Industrial arts education is vital, is transferable, and is not furnished

in the desirable degree by any other agency.

The industrial arts curriculum requires a student to take but eighty-four quarter hours in the special field which includes specific courses in drawing, wood work, metal work, concrete work, printing, et cetera. This leaves 108 quarter hours to be devoted to other subjects, 28 of which must be devoted to education; 12 to English; 8 to mathematics; 8 to physics; and 52 to the student's choice. Through these fifty-two quarter hours of elective the student may work off a second major or distribute them in various fields, twelve quarter hours in each field. Students are urged to meet the requirements for a second major at present.

Two methods were used to answer the question what is the department doing and what should it be doing to fit its students in the best manner to meet the current practices in industrial arts teaching. First, a personal inspection was made of all the schools in which industrial arts is taught which are located in the nine counties surrounding Terre Haute. Sixty-two teachers were visited, forty-eight of whom are isolated teachers, that is, teachers in schools having but one teacher of industrial arts. Second, a questionnaire was sent to the men who have graduated from the department within the last six years and who are now teaching.

During the personal survey of the adjacent schools, the teachers were asked to name three or more problems, in order of their importance, which they find most difficult in their work at the present time. From the answers the following list was compiled:

Room Problems—

- Shop too small.
- Poor location.
- Shops scattered.
- No place for finished work.
- No finishing room.

Equipment Problems—

- Lack of equipment.
- Lack of knowledge of type of equipment needed.
- Upkeep of machinery and equipment.
- Getting new equipment.
- Arranging a new shop.

Course of Study Problems—

- Difficulty in constructing a course of study.
- Lack of instructional material.
- Lack of objective tests.
- Finding new and interesting projects.
- Transition from a local unit shop course to a general shop involving new courses.
- Difficulty in determining what related material should be taught and how to teach it.
- Major interest in teaching other subjects leaves no time for organizing industrial arts work.

Supply Problems—

- Financing cost of material.
- Difficulty in securing supplies.
- Lack of an accounting system.
- Short on library facilities.

Teacher-Principal-Community Relations—

- Principal not always in sympathy with work.
- Difficulty in convincing those in authority of value of work.
- School places work second to coaching.

Miscellaneous Problems—

- Too heavy teaching load—academic subjects and extra-curriculum activities.
- Taking care of individual differences.
- Taking care of mentally deficient boys in the shop.
- Developing interest in related material.
- Difficulty in teaching boys rather than subject matter.
- Trouble in grading.
- Lack of knowledge of good textbooks.
- Need of training and ability in industrial arts design.

As a result of the survey of the schools adjacent to Terre Haute, the following suggestions as to the opportunities and responsibilities of the Indiana State Teachers College in relation to the isolated teacher in service and the training of prospec-

tive isolated teachers are proposed.

Helping the Isolated Teacher in Service—

Keep in contact with the teacher in service through bulletins, letters, visits, and group conferences.

Discuss the teachers' problems in group and individual conferences and provide encouragement through specific helps and aids.

Render advisory service to the teacher on the job when at all possible pertaining to methods whereby the work may be improved.

Suggestions as to the methods in securing supplies and how to proceed in getting equipment.

Help in specific classroom problems and schoolroom procedure.

Suggestions on how to obtain and use instructional material and objective tests.

Suggestions on how to work out a course of study.

Suggestions on how to enrich a one-activity program.

Help in making transition from a unit shop to a general shop.

Help in organizing club work.

Suggestions through conferences, literature, et cetera, that would enlighten the trustees, principal, and others as to the value of the work and the best form under which it should be taught.

Establish, in a few centers in small communities, the best possible type of industrial arts work as a model which teachers, principals, and trustees might use as a guide.

Employment by teacher training institutions of men to devote all or part of their time to supervising the isolated teacher in service.

Our college should be a center to which isolated teachers can look for help and guidance.

Training Prospective Isolated Teachers—

A standardization of subject matter and content should be fostered, encouraged, and finally inaugurated to form the core of the courses in one-teacher schools.

Prospective teachers should be thoroughly trained in the subject matter to be taught including manipulative processes and related material.

Prospective teachers should be given an understanding of the conditions of the poorly equipped shop as well as of the most elaborately equipped shop.

Prospective teachers should be required to make a careful study through personal observation of the conditions under which the isolated teacher works and to work out plans as to how they would meet these conditions.

Practice should be given in laying out different types of shops under all con-

ditions and the equipping of such shops with a limited amount of money such as would be suitable in the smaller schools.

Courses dealing with methods should be made more practical for those who may teach in the small school. Special emphasis should be placed on the problems of the isolated shop such as:

Supply problems.

Courses of study.

How to make and use instruction materials.

Use of objective tests.

How to enrich a unit shop activity.

Definite curriculums for a general shop.

Relation between shop work and related information.

Shop management.

Training on the purchasing of tools and supplies.

Teach prospective teachers the things you expect them to teach, using the methods you expect them to use.

Teacher trainers should secure first hand knowledge through frequent observation of the conditions under which the isolated teacher works and their professional needs.

Our institution could profit a great deal by follow-up work in gathering from former students the problems and practices of the teacher himself.

Render advisory service in the selection of teachers for the isolated one-teacher shop.

Ninety-eight graduates replied to the questionnaires sent them, but twenty-four made no recommendations. Several indicated they were satisfied with the work as now offered. The teachers did not seem to lack in subject matter, but rather in ability to adjust themselves to the problems of teaching. Few principals are trained to supervise vocational work, thus the industrial arts teacher has no one to guide him in his teaching problems as the academic teacher has. The problems which were stressed by most of our graduates indicated that greater emphasis should be placed upon definite organization of teaching materials for various grades, definite outlines of courses in the various activities, how to

make and use comprehensive tests and instruction sheets. The courses not offered and for which the teachers indicated need are led by auto mechanics and practical electricity.

The above suggestions have been read and enumerated by each member of the department and steps are being taken to strengthen the department's work in the light of the information received.

RELATION OF INDUSTRIAL ARTS DEPARTMENT TO OTHER DEPARTMENTS

Academic work and practical work are no longer separated by a direct cleavage. Instead, with a breaking down of the old form of society the line of demarcation has been almost obliterated. In practice there is already automatic or synthetic integration.

Vocational and industrial training in the public schools of the United States was instigated to prepare people to meet the real demands of life. Its presence in the curriculums is to teach the children that all good citizens need to know the humane regulation of industry. Its relationship to the other departments must be very close.

To be most effective the industrial arts work must be closely integrated with that of the departments of mathematics, science, social studies, and English. This coordination can be perfected only through experimentation. Some suggestions for the coordination of our mutual problems are offered below.

1. Some attempts are being made at integration through the so-called related subjects. Mathematics, art, science, social studies, and English have been arbitrarily selected as sub-

jects closely allied to the industrial arts field. Considerable progress has been made but ultimate possibilities have not been realized because the experiment is only in its beginning stages and not enough constructive thinking has been done.

2. In the light of the results revealed in this study, the faculty of the industrial arts department is of the opinion that the need for a teaching major in a second subject is not as important as once believed since the majority of our special graduates are employed to teach industrial arts activities only; that fewer electives should be permitted; that the elective hours should be reduced for those not desiring to meet the requirements for a second teaching major by requiring our students to take certain courses in art, social studies, and additional work in mathematics, physics, and English, in units of not less than three quarters of work in each subject. Certain subjects in these fields do have a close relationship and at the same time a broadening influence.

3. It is suggested that a philosophy of education that includes both the motor minded and the academic minded be established in a serious attempt to fit the course to the capacities and needs of the individual rather than to standardize courses which fail almost entirely to take cognizance of the interests, aptitudes, and abilities of students. Inasmuch as the special students form the largest group in the institution, it is only right to expect that a genuine effort be made to teach the philosophy of these subjects as an integral part of any philosophy of education offered. Such a philosophy should make a

direct appeal, not only to special students but to all candidates for principals' licenses as well as all others having to do with the supervision of practical arts subjects.

4. The outlook of all faculty members should be broader than their respective departments. The aim of a college as a whole should determine objectives. This can be accomplished only through departmental cooperation, and cooperation is the only road to correlation. Recognition of the necessity for proper integration and the ways and means necessary for

realizing it will do much to prevent overlapping and duplication of courses with consequent waste of time, energy, and money.

5. It is believed that real integration cannot be accomplished until conflicting creeds of education have become more nearly harmonized. The educational creed of schoolmen determines what the educator does or fails to do, the direction in which he progresses, the policies he uses, and the kind of results which the schools accomplish.

THE DUTIES OF MATRONS IN AND THE MANAGEMENT OF TEACHERS COLLEGE DORMITORIES

(Continued from Page 226)
ried matrons (one a painter and the other a contractor) do not live in the dormitories where their wives are matrons.

Fourteen of the matrons have chil-

dren ranging in age from fourteen to forty-one years. In three instances, the matron has one child (a daughter in each case) living in the dormitory with her. A charge is made for this privilege.

Around the Reading Table

American General Education by Andrew Fleming West, formerly Dean of the Graduate School, Princeton University. (Princeton, New Jersey: Princeton University Press. 1932. Pp. ix, 76.)

Professor West defines education as "a process of physical, mental and moral progress . . . which extends throughout human life." However, the little volume confines itself to the relationships of institutional education. He utilizes the idea of the pragmatists in so far as the means through which progress comes is concerned, stating that it is "by means of experience." Five basal factors undergirding the process, "The nature, means, end, attainable limits" and "the method of adapting the available means to the desired end" are given in outline form. Two periods of the institutional education stage are discussed briefly, the pre-school period and the period of elementary, secondary, college, and university education.

Under the caption "Educational Administration," Professor West discusses the various units of administration, criticizing sharply the tendencies of "political influence" to interfere "ignorantly and unjustly" with public education. The actions of state legislatures and corrupt political influences in the large cities are especially mentioned. He further decries the movement for nationalization of education. "In general it may be said that political interference is the chief danger in state universities and sectarian intolerance the chief danger in smaller private colleges."

In a few well chosen statements the author disposes of the problem of "Education for knowledge" and of "Education for action" by asserting that "each is needed for the welfare of the other, and both are therefore necessary. Each should be developed in a way to maintain its own full integrity, power and usefulness, and both should be harmoniously organized in one system."

One of the valuable contributions the book makes is in its classification of studies. The author recognizes but three groups, the Humanities, the Sciences, and Philosophy. "In view of the large and increasing number of separate studies, many of them small subdivisions or parasitic attachments or stray extensions of particular studies, it is necessary to select for a curriculum by means of educational experience the studies of proved largest general educational value and to arrange them in the rational relation to each other. Otherwise young students will frequently get lost in the maze----." A highly important truth is here stated. In addition to the

classification of studies just given, five principles underlying the organization of Studies in General Education are suggested. These are: (1) Every curriculum should be based on the educational nature and rational relation of the subjects of study. (2) The second is the selection and coordination of the essentials and subsequent studies in any plan by means of educated experience. (3) The third principle is that of continuity in any given field. (4) Every group of studies should form a coherent whole. (5) The last principle insures the increasing freedom of the student, applied on the basis of ascertained aptitudes and capacity for self direction.

The third section of the book deals with teaching. Professor West is an advocate of "Living teachers -- who love teaching." He suggests that there is need of better teachers. Poor teaching is too common because of insufficient and unsuitable education, short tenure, and of failure to select and train more promising persons.

It is highly probable that Professor West's long touch with University education has led him to be too critical of the offering of special courses in education.

On the whole the book is thoughtful and well written.

—E. E. Ramsey,
Head, Department of Education.

Psychiatry and Mental Health by John Rathbone Oliver, associate in the history of medicine at Johns Hopkins University. (New York: Charles Scribner's Sons. 1932. Pp. xiv, 330.)

This book contains the Hale Lectures for 1932 delivered at the Western Theological Seminary in Evanston, Illinois. Dr. Oliver is lecturer at Johns Hopkins University on the history of medicine and is eminently qualified to deal with this subject. The style is non-technical and is intended for "parish priests, seminarians, ministers, and social workers who are laboring to help the broken in heart and to find a medicine to heal their sickness," as stated in the dedication. It gives in simple language "a general picture of the common types of maladjustments, mental upsets, phobias, or obsessions that lead to unhappiness and tragedy and supplies the knowledge necessary to recognize and treat them." It is rich in case histories of all the above types of maladjustments and is the last word in the treatment of these cases. It should be in the hands of every preacher and school teacher, especially deans of men and women in our high schools, colleges, and universities. It is

a most timely treatise and would remove much of the abysmal ignorance that is so often found among persons in responsible administrative positions connected with all types of public education. Much of the maladjustment could be prevented if proper attention were given to personality development in children. While the book deals with the mature and maturing there are many hints as to what might have been done in the early life of the individual to prevent the maladjustment in later life.

—R. A. Acher
Professor of Education.

Radio, The Assistant Teacher by Ben H. Darrow, founder and director of the Ohio School of the Air. (Columbus, Ohio: R. G. Adams and Company. 1932. Pp. xvi, 271.)

The author, a pioneer in the field of educational broadcasting, tells what has been done and how it was done. Furthermore, he points the way toward what needs to be done in the future if the possibilities of radio in education are to be realized.

There are nine chapters in the book. The table of contents is well analyzed. The chapter divisions include the following topics: 1. The Origin and Growth of Educational Broadcasting; 2. The Purposes of Educational Broadcasting; 3. The Preparation of Educational Broadcasts; 4. Presentation of Educational Broadcasts; 5. Classroom Use—Equipment and Lesson Leaflets; 6. Classroom Use—Reception and Follow-Up; 7. Measuring the Effectiveness of Educational Broadcasts to Schools; 8. The Reunion of Home and School; 9. The Future of Broadcasting to Schools.

This volume should be helpful to: (1) the lay reader who is anxious to become acquainted with the efforts which have been made to utilize the modern invention, radio, in a purely educational way; (2) the school administrator or teacher who has felt a lack of knowledge in knowing how to use the radio to advantage in regular classroom instruction; and (3) stimulate further experimentation in an effort to overcome certain technical difficulties which, as yet, limit the use of the radio as an assistant to the teacher in the school.

—Olis G. Jamison,
Principal of Indiana State
Training School.

"The Kentucky White House Conference on Child Health and Protection," *Bulletin of the Bureau of School Service*, College of Education, University of Kentucky, Vol. V, No. 2, December, 1932. (Lexington, Kentucky: University of Kentucky.)

The proceedings of the ninth annual educational conference held at the University of Kentucky.

New Tests Received:

Sangren-Wilson Instruction Test in Reading, Grades I-IV. Public School Publishing Company.

Malin Chemistry Tests for High School. Public School Publishing Company.

Odell Standard Achievement Test of Educational Measurement. Public School Publishing Company.

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